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The status of the Virginia high school assistant principal

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THE STATUS OF THE VIRGINIA HIGH SCHOOL
ASSISTANT PRINCIPAL

A THESIS

Presented to
the Graduate Faculty of the
University of Richmond

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

LIBRARY
UNIVERSITY OF RICHMOND
VIRGINIA

by

Leonard Jefferson Rogers, B.S.

August 1964

APPROVAL SHEET

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CHAPTER I

INTRODUCTION

Early secondary schools were relatively small and made few demands on the principal's time. With the growth of the schools the responsibilities of the principal have grown proportionately. As these responsibilities increased, it became necessary for him to share these duties with an assistant. This assistant began taking over routine activities mostly those of a clerical nature. As the schools continued to grow he began assuming duties in the realm of supervision and administration. To be effective he needed to be as dedicated, as perceptive and as well trained as the principal himself.

Statement of Problem

On becoming an assistant to the principal many persons are faced with the problem of determining where they stand on the administrative ladder. They find it difficult to determine their duties, much less determine where they stand in relation to the teachers, their principals or their superintendents. After learning that the assistant principal has no legal status in Virginia, they sometimes turn to the Virginia State Board of Education for information.

A paragraph in the Virginia State Board of Education's Manual of Administration for the High Schools of Virginia¹ states:

Administrative Assistants. In the larger schools assistant principals and other assistant administrators are essential. Such an assistant or assistants may be assigned supervision over definite activities and administrative routine, in order that the principal may be free for supervision of instruction. In the absence of the principal an assistant is designated to assume responsibility for the operation of the school.

This is the guidance the state of Virginia gives to the various localities as to what the **duties** of the administrative assistant should encompass. Therefore, on becoming an administrative assistant, a person turns to the local school board, superintendent, his staff or to the principal of the school to which he has been assigned, for the explanation of his role in the school and the school system.

Justification of the Study

In the preliminary exploration of the scope of the problem it was learned that in the vicinity of Richmond, the role and duties of the assistant principal usually

¹Virginia State Board of Education, Manual of Administration for the High Schools of Virginia (Richmond: Division of Purchase and Printing, 1942), p. 82.

depend entirely upon the principal in the school to which he has been assigned. Because of this situation and because of the trend toward larger consolidated schools employing one or more assistant principals, it seemed quite apparent that there is a need for research-based facts on which principals and superintendents can make decisions or use as guidelines regarding duties and assignments for the assistant principal.

Purpose of the Study

In order to answer in part this need for information on policies and practices, an attempt was made to determine whether other states, as does Virginia, leave the outlining of duties to the local systems. Of the forty-nine states (see Appendix A) thirty-one had no special requirements for certification of the assistant principal, fifteen had the assistant principal meet the same requirements as the principal, and two had specific requirements for his certification. None of the forty-nine responding states reported any specific duties for the assistant principal at the state level.

This makes it apparent that the administrative assistants in most of the high schools in the country look to their school system for guidance in their chosen field. If it is true that there is a need for definite assignments

and the meeting of specific requirements, just how far has Virginia gone toward this goal? It was felt that this answer could best be found by surveying the assistant principal himself, for information regarding his status.

This study will try to determine:

1. the characteristics of the assistant principal in Virginia.
2. the present practices in assigning duties to the assistant principal.
3. the present indications of the assistant principal's role in Virginia school systems.
4. the assistant principal's status as a member of the educational community.

Survey of Literature

Many authors feel there is a definite place for a predetermined role to be established for the assistant principal. In The Principal at Work, George C. Kyte² states:

In many school systems he (the assistant principal) has been added to the school staff to aid the principal by assuming the excess of the latter's load. He may be found assigned to

²George C. Kyte, The Principal at Work (New York: Ginn and Company, 1952), p. 393.

various combinations of duties too often delegated on the basis of expedience rather than of sound principles of organization and personnel administration.

This point of view is supported by Wayne W. Laughery,³ Richard W. Jarrett,⁴ Franklin W. Johnson,⁵ and summarized by Louis G. Brandes:⁶

After a survey of the literature concerning the subject of subordinate administrators in the secondary school, it is apparent that there is no agreement of what the positions are; there are no clear definitions of the roles; there are no standards of preparation. In other words the subordinate administrator had been "all things to all men"(principals).

Method of Study

After studying various authors on research methodology, in studies of this type, the use of a descriptive approach was chosen for this study. The survey technique

³Wayne W. Laughery, "Experience or Vision in the Assignment of Assistant Principal's Duties?" National Association of Secondary School Principals Bulletin, XLIII (September, 1959), p. 112.

⁴Richard W. Jarrett, "Activities of the Assistant Principals in Secondary Education," National Association of Secondary School Principals Bulletin, XLII (September, 1958, p. 28.

⁵Franklin W. Johnson, Administration and Supervision of the High School, (Boston: Ginn and Company, 1925), p. 91.

⁶Louis G. Brandes, "Position of the Subordinate Administrator in the Secondary School," National Association of Secondary School Principals Bulletin, XL (May, 1956), p. 47-48.

developed combined a questionnaire and a checklist as outlined by Frederick L. Whitney.⁷

The term vice principal is not used to any great extent in Virginia and in this paper the term assistant principal will be used to refer to the assistant principal and to the vice principal.

Summary

This chapter has tried to show the need for research-based facts about the assistant principal and his duties. Information about Virginia's assistant principals has been gathered and will be studied in the following chapters.

⁷Frederick L. Whitney, The Elements of Research (New York: Prentice Hall, Incorporated, 1942), pp. 147-186.

CHAPTER II

RESEARCH METHODOLOGY AND SOURCE OF DATA

Development of Survey

Many articles have appeared in the various journals of education about the duties of the assistant principal. These articles included duties that the assistant principal performs and those the authors feel he should perform. In order to develop a survey consistent with these published studies, the surveys used by the authors were given careful consideration in developing the survey techniques for this study.

Another important reference source was a contact made by letter with Mr. John P. Lozo,⁸ chairman of a committee of New Jersey secondary school principals appointed by the New Jersey Secondary School Principals Association to study the role and duties of the assistant principal in New Jersey.

Also contacted was Mr. John Gianacaspro, chairman of a group of assistant principals designated by the Arlington County School Board to study the status of the

⁸John P. Lozo, "Committee Report on the Study of the Vice Principal in New Jersey" (paper read at a meeting of the New Jersey Secondary School Principals Association, April 5, 1960).

assistant principal in Arlington.⁹

This information from Mr. Lozo and Mr. Giancaspro, published articles by Thomas K. Barratt,¹⁰ Howard F. Bolden,¹¹ Charles M. Long,¹² Charles R. Van Eman¹³ and A Handbook for Assistant Principals¹⁴ were used as guides in making as complete a list of duties as possible. (see Appendix B)

The portion of the questionnaire concerned with the personal characteristics of the assistant principal included many areas. Chief among these were questions about

⁹John Giancaspro, "The Professional Status of the Assistant Principal in Arlington" (paper read at a meeting of the Arlington Secondary School Principals Association, April 17, 1962).

¹⁰Thomas K. Barratt, "Work and Worth of Assistant Principals," American School Board Journal, CXXX (April, 1955), p. 56.

¹¹Howard F. Bolden, "Attitudes of High School Assistant Principals Toward Their Duties and Responsibilities," National Association of Secondary School Principals Bulletin, XLI (November, 1956), pp. 20-25.

¹²Charles M. Long, "Duties of the Vice Principal in New Jersey," National Association of Secondary School Principals Bulletin, XLI (February, 1957) pp. 26-37.

¹³Charles R. Van Eman, "The Function of the Assistant High School Principal and other Assistant Executives," Educational Research Bulletin, V (March, 1926) pp. 148-150.

¹⁴Richmond Public Schools, A Handbook for Assistant Principals, (Virginia: Richmond Public Schools, 1956), pp. 3-6.

the assistant principal's background and education, status in his community and reasonable questions about his personal life.

The check list of duties was divided into the following areas:

1. Administration and school management
2. Inventories
3. Scheduling and enrollment
4. Supervision
5. Pupil welfare
6. Routine office and clerical work
7. School-community activities

For each duty category the responding assistant principal was requested to indicate his share of responsibility for numerous items in each area. His share of responsibility could be shown by checking one of the following: none, some, equal, most or entire.

Circulation of Survey

The completed survey was sent to the high schools and combination schools in Virginia employing assistant principals. The names of these schools were obtained by

writing each of the superintendents of schools in Virginia as they are listed in the Educational Directory School Year 1962-63.¹⁵

In schools with more than one assistant principal, a questionnaire was sent to each assistant.

With each survey was a letter of explanation and a stamped self-addressed envelope for the assistant principal's convenience. Each responding assistant principal will be sent a summary of this study and a letter of appreciation thanking him for participating in it.

Response to Survey

For the school year 1962-63, there was a total of 358 high schools in the state of Virginia, as follows:

	<u>Number</u>	<u>Percent</u>
County	287	80.17
City	71	19.83

As revealed in this study, 126 or 35.00 per cent, did not employ assistant principals. A total of 115 county schools was in this category along with eleven city schools.

Out of the total 232 schools with assistant principals, 144 or 62.17 percent of the schools were represented

¹⁵Virginia State Board of Education, Educational Directory School Year 1962-63, (Virginia: State Board of Education, 1962) pp. 11-16.

in this study. There was a total of 156 preponding assistant principals, 115 county assistant principals and 41 city assistant principals.

The geographical distribution of the responses is shown in Figure I.

The types of high schools represented in this study are shown in Table I. The respondents noted whether their schools were secondary high schools or combined schools (grades 1-12). The combined schools were found predominately in the county systems. One exception was a respondent who was the assistant principal in a technical high school. This particular high school offered post high school courses. Although the combined high schools were found in the county systems to a higher degree than in the city systems, secondary high schools could be described as the typical Virginia high school. The combined total of secondary high schools represented by respondents was 78.85 per cent.

Table II shows that 75.00 per cent or 117 of the 156 responding assistant principals are singularly employed. On the other hand 25.00 per cent or thirty-nine of the 156 respondents were employed in schools with two or more assistant principals with whom duties are shared.

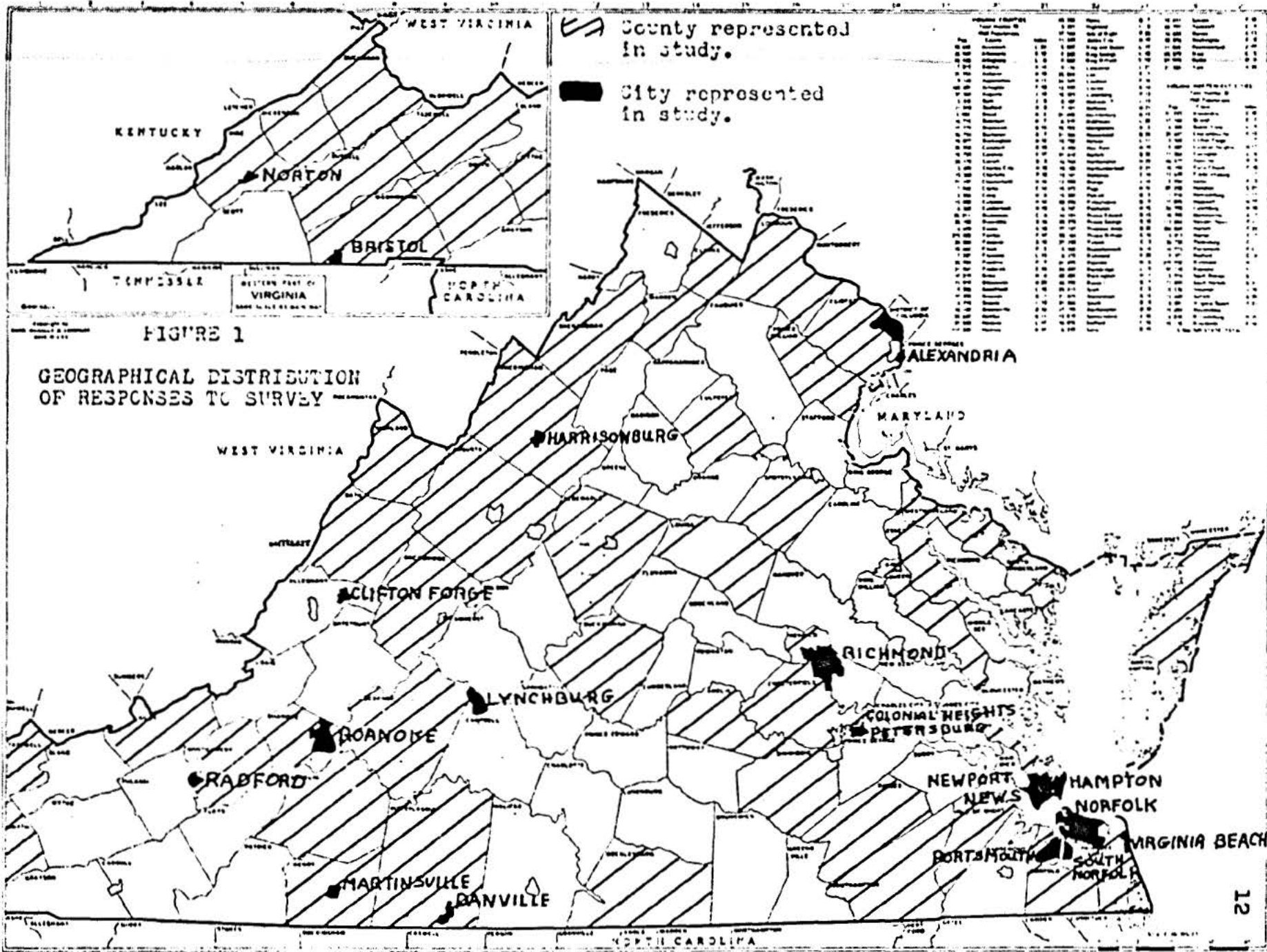


TABLE I
NUMBER AND PERCENTAGE OF RESPONDENTS, 156
ASSISTANT PRINCIPALS, BY TYPE OF
SCHOOL, VIRGINIA
1962-63

Type	County		City		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Secondary	84	73.04	39	95.12	123	78.85
Combined	30	26.09	2	4.88	32	20.51
Post Graduate	1	.87	0	0.00	1	.64
Total	115	100.00	41	100.00	156	100.00

TABLE II
NUMBER AND PERCENTAGE OF VIRGINIA HIGH SCHOOLS,
EMPLOYING ONE OR MORE ASSISTANT
PRINCIPALS, 1962-63

NUMBER	County		City		Total	
	Number	Per cent	Number	Percent	Number	Per cent
One assistant	91	79.13	26	63.41	117	75.00
More than one	24	20.87	15	36.59	39	25.00
Total	115	100.00	41	100.00	156	100.00

Summary

This chapter has shown how a survey technique was developed to try to determine the status of the assistant principal in Virginia. It also shows how that survey was distributed throughout the state and further shows the response to the survey.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

I. CHARACTERISTICS OF ASSISTANT PRINCIPALS

Age Range

The ages of responding assistant principals, as shown in Table III, ranged from under twenty-four to over sixty-five years. The ages of the county assistant principals were predominantly in the twenty-five to thirty-four year range. The ages of the city assistant principals were predominantly in the thirty-five to forty-four year range. This made the typical Virginia assistant principal between the ages of thirty-five and forty-four. It is interesting to note that in the county systems there were two assistant principals under twenty-five and two assistant principals sixty-five or over. There were no city assistant principals in these categories.

Sex and Marital Status

For the year under study data reported by the respondents characterized the average assistant principal as male and unmarried, as shown in Table IV. The number of women involved in this study was sixteen or 10.25 per cent of the total 156 respondents. The number of men was 140 or 89.75 percent. The largest number of assistant principals, both male and female, were unmarried.

TABLE III
AGE RANGE OF 156 ASSISTANT PRINCIPALS,
VIRGINIA, 1962-63

Age Range	County		City		Total	
	Number	& Per Cent	Number	& Per cent	Number	& Per cent
Under 24	2	1.74	0	0.00	2	1.28
25 -- 34	45	39.13	6	14.63	51	32.69
35 -- 44	38	33.05	21	51.23	59	37.83
45 -- 54	15	13.04	8	19.51	23	14.74
55 -- 64	13	11.30	6	14.63	19	12.18
65 & over	2	1.74	0	0.00	2	1.28
Total	115	100.00	41	100.00	156	100.00

TABLE IV
SEX AND MARITAL STATUS OF 156 ASSISTANT
PRINCIPALS, 1962-63

Sex and Marital Status	County		City		Total	
	Number & Per cent		Number & Per cent		Number & Per cent	
Male						
Married	14	12.17	3	7.32	17	10.90
Single	91	79.13	31	75.60	122	78.21
Widower	1	.87	0	0.00	1	.64
Sub Total	106	92.17	34	82.92	140	89.75
Female						
Married	1	.87	2	4.88	3	1.92
Single	6	5.22	3	7.32	9	5.77
Widow	2	1.74	2	4.88	4	2.56
Sub Total	9	7.83	7	17.08	16	10.25
Total	115	100.00	41	100.00	156	100.00

Geographic Region of Birth and Secondary Education

The geographic regions referred to in this study are listed below:

Middle Atlantic States

New Jersey
New York
Pennsylvania

Midwestern States

Illinois	Missouri
Indiana	Nebraska
Iowa	North Dakota
Kansas	Ohio
Michigan	South Dakota
Minnesota	Wisconsin

New England States

Connecticut	New Hampshire
Maine	Rhode Island
Massachusetts	Vermont

Pacific Coast States

California
Oregon
Washington

Rocky Mountain States

Arizona	Nevada
Colorado	New Mexico
Idaho	Utah
Montana	Wyoming

Southern States

Alabama	Maryland
Arkansas	Mississippi
Delaware	North Carolina
Florida	South Carolina
Georgia	Tennessee
Kentucky	Virginia
Louisiana	West Virginia

Southwestern States

Arizona
New Mexico
Oklahoma
Texas

Others

Alaska
District of Columbia
Hawaii

The geographic region of birth for each respondent is shown in Table V. The majority, 80.13 per cent, of assistant principals were born in the Southern States. The second largest group, 8.97 per cent, came from the Middle Atlantic States. Of the 125 responding assistant principals born in the Southern States, eighty-one of these were born in Virginia. (See Appendix C)

As shown in Table VI, the majority of assistant principals, 82.06 per cent, graduated from high schools located in the Southern States. The second largest group, 8.33 per cent, graduated from high schools located in the Middle Atlantic States. Of the 128 assistant principals who graduated from high schools in Southern States, ninety-two graduated from high schools in Virginia. (See Appendix D) It is interesting to note that a larger percentage of the respondents reported graduation from Virginia high schools than those who reported Virginia as their place of birth.

TABLE V
GEOGRAPHIC REGION OF BIRTH OF 156 ASSISTANT PRINCIPALS,
VIRGINIA, 1962-63

Geographic Region	County		City		Total	
	Number	& Per cent	Number	& Per cent	Number	& Per cent
Middle Atlantic States	9	7.83	5	12.20	14	8.97
Midwestern States	2	1.74	3	7.31	5	3.21
New England States	4	3.48	4	9.76	8	5.13
Pacific Coast States	0	0.00	0	0.00	0	0.00
Rocky Mountain States	0	0.00	0	0.00	0	0.00
Southern States	97	84.35	28	68.29	125	80.13
Southwestern States	1	.86	1	2.44	2	1.28
Others *	2	1.74	0	0.00	2	1.28
Total	115	100.00	41	100.00	156	100.00

* District of Columbia, Alaska, and Hawaii

TABLE VI
GEOGRAPHIC REGION OF GRADUATING HIGH SCHOOL OF
156 ASSISTANT PRINCIPALS, VIRGINIA 1962-63

Geographic Regions	County		City		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Middle Atlantic States	9	7.83	4	9.76	13	8.33
Midwestern States	1	.87	3	7.32	4	2.56
New England States	2	1.74	4	9.76	6	3.85
Pacific Coast States	0	0.00	0	0.00	0	0.00
Rocky Mountain States	0	0.00	0	0.00	0	0.00
Southern States	99	86.09	29	70.73	128	82.06
Southwestern States	1	.87	1	2.43	2	1.28
Others *	3	2.60	0	0.00	3	1.92
Total	115	100.00	41	100.00	156	100.00

* District of Columbia, Alaska, and Hawaii

Undergraduate Training

The majority of Virginia assistant principals, 80.77 per cent, as shown in Table VII, graduated from colleges or universities located in the Southern States. The second largest group, 7.05 per cent, graduated from colleges in the Middle Atlantic States. Of the 126 assistant principals who graduated from colleges in the Southern States, eighty-five went to colleges or universities in Virginia. (See Appendix E)

According to Table VIII, the average assistant principal received his Bachelor's Degree during the period 1946 to 1950. The years in which degrees were received ranged from 1920 to 1962. The majority of county school assistant principals and city school assistant principals received their degrees during the period 1946-1950.

As shown in Table IX, the majority of the Bachelor's Degrees received by Virginia assistant principals, eighty three or 53.21 per cent, were Bachelor of Science Degrees. Bachelor of Arts Degrees, sixty-eight or 43.59 per cent, rated second. There is a great deal of discussion in academic circles about what constitutes the different types of Bachelors degrees. However, for this study it was felt that it was not necessary to go into the problem.

In all, there was a total of 18 different disciplines represented in the major fields reported by the respondents,

TABLE VII

GEOGRAPHIC REGION OF UNDERGRADUATE STUDY, 156
 ASSISTANT PRINCIPALS, VIRGINIA, 1962-63

Geographic Region	County		City		Total	
	Number	& Per cent	Number	& Per cent	Number	& Per cent
Middle Atlantic States	7	6.09	4	9.76	11	7.05
Midwestern States	2	1.74	2	4.87	4	2.56
New England States	4	3.48	3	7.32	7	4.49
Pacific Coast States	0	0.00	0	0.00	0	0.00
Rocky Mountain States	0	0.00	0	0.00	0	0.00
Southern States	96	83.48	30	73.17	126	80.77
Southwestern States	1	.86	1	2.44	2	1.28
Others*	5	4.35	1	2.44	6	3.85
Total	115	100.00	41	100.00	156	100.00

* District of Columbia, Alaska, and Hawaii

TABLE VIII
YEARS IN WHICH BACHELOR'S DEGREES WERE RECEIVED,
156 ASSISTANT PRINCIPALS, VIRGINIA 1962-63

Years Degrees Awarded	County		City		Total	
	Number	& Per cent	Number	& Per cent	Number	& Per cent
1920 - 1925	4	3.48	3	7.32	7	4.49
1926 - 1930	7	6.09	3	7.32	10	6.41
1931 - 1935	10	8.70	3	7.32	13	8.33
1936 - 1940	9	7.83	5	12.20	14	8.97
1941 - 1945	5	4.31	1	2.44	6	3.85
1946 - 1950	31	26.98	14	34.15	45	28.85
1951 - 1955	27	23.48	8	19.50	35	22.44
1956 - 1960	20	17.39	2	4.87	22	14.10
1961 - 1965	1	.87	1	2.44	2	1.28
No Answer	1	.87	1	2.44	2	1.28
Total	115	100.00	41	100.00	156	100.00

TABLE IX
NUMBER AND PERCENTAGE OF RESPONDENTS, 156 ASSISTANT
PRINCIPALS, BY TYPE OF BACHELOR'S DEGREES,
VIRGINIA, 1962-63

Degree	County		City		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Bachelor of Science	61	53.04	22	53.66	83	53.21
Bachelor of Arts	49	42.61	19	46.34	68	43.59
Others *	3	2.61	0	0.00	3	1.92
No answer	2	1.74	0	0.00	2	1.28
Total	115	100.00	41	100.00	156	100.00

* Bachelor of Fine Arts, Bachelor of Social Studies

see Table X. The largest percentage, 21.80, listed social studies as their major field. The second largest, 14.11 per cent, was physical education. Education reported by 7.05 per cent, was seventh in order of frequency. The city assistant principals differed from this order in that second place was divided equally among the following majors: education, English, industrial arts, and physical education.

Graduate Training

As shown in Table XI the largest percentage, 68.59, of Virginia assistant principals, in the year under study, had attended or were attending graduate colleges or universities in the Southern States. The majority of them, as shown in Table XIII, were holders of Master's Degrees. The second largest group had attended or were attending institutions in the District of Columbia. Of the 107 who matriculated from a southern college or university, eighty of them were Virginia colleges. (See Appendix F)

According to Table XII, the typical assistant principal received his Master's Degree during the period 1956 through 1960. The years in which degrees were received ranged from 1931 to 1962. The majority of county school assistant principals received their degrees in the five year period 1956 through 1960, whereas the city assistant principals received their degrees in equal numbers during two five year periods, 1951 through 1955 and 1956 through 1960.

TABLE X
UNDERGRADUATE MAJORS OF 156 ASSISTANT PRINCIPALS,
VIRGINIA, 1962-63

Major	County		City		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Social Studies	26	22.61	8	19.51	34	21.80
Physical Education	17	14.78	5	12.20	22	14.11
English	10	8.70	5	12.20	15	9.62
Science	10	8.70	5	12.20	15	9.62
Business	10	8.70	2	4.88	12	7.69
Mathematics	9	7.83	3	7.32	12	7.69
Education	6	5.22	5	12.20	11	7.05
Industrial Arts	5	4.34	5	12.20	10	6.41
Agriculture	4	3.47	0	0.00	4	2.56
Economics	4	3.47	0	0.00	4	2.56
Music	2	1.74	0	0.00	2	1.28
Drama	1	.87	0	0.00	1	.64
Home Economics	1	.87	0	0.00	1	.64
Latin	1	.87	0	0.00	1	.64
Law	1	.87	0	0.00	1	.64
Philosophy	0	0.00	1	2.43	1	.64
Psychology	1	.87	0	0.00	1	.64
Religion	0	0.00	1	2.43	1	.64
No Answer	7	6.09	1	2.43	8	5.13
Total	115	100.00	41	100.00	156	100.00

TABLE XI
GEOGRAPHIC REGION OF GRADUATE STUDY, 156 ASSISTANT
PRINCIPALS, VIRGINIA, 1962-63

Geographic Region	County		City		Total	
	Number	& Per cent	Number	& Per cent	Number	& Per cent
Middle Atlantic States	2	1.74	3	7.31	5	3.21
Midwestern States	2	1.74	0	0.00	2	1.28
New England States	1	.87	2	4.88	3	1.92
Pacific Coast States	0	0.00	0	0.00	0	0.00
Rocky Mountain States	0	0.00	0	0.00	0	0.00
Southern States	73	63.48	34	82.93	107	68.59
Southwestern States	1	.87	0	0.00	1	.64
Others *	19	16.52	2	4.88	21	13.46
No Answer	17	14.78	0	0.00	17	10.90
Total	115	100.00	41	100.00	156	100.00

* District of Columbia, Alaska, and Hawaii

TABLE XII
YEARS IN WHICH MASTER'S DEGREES WERE RECEIVED,
156 ASSISTANT PRINCIPALS, VIRGINIA, 1962-63

Year	Number & Per cent		Number & Per cent		Number & Per cent	
1931-1935	3	2.61	2	4.88	5	3.21
1936-1940	6	5.22	1	2.44	7	4.49
1941-1945	0	0.00	2	4.88	2	1.28
1946-1950	7	6.09	5	12.20	12	7.69
1951-1955	19	16.52	11	26.82	30	19.23
1956-1960	21	18.26	11	26.82	32	20.51
1961-1965	14	12.17	5	12.20	19	12.18
No degree	45	39.13	4	9.76	49	31.41
Total	115	100.00	41	100.00	156	100.00

According to Table XIII, the largest number of Virginia assistant principals, fifty-one or 32.69 per cent, received a Master of Arts Degree. The second largest group, forty-nine or 31.41 per cent, had not received an advanced degree at the time of this study. The third group, forty-four or 28.21 per cent, had received a Master of Education Degree. In the city systems there was a tendency toward the field of education with twenty-five out of the thirty-five Master's Degrees in that field. In the county systems the non-advanced degree holders made up almost two-fifths of all those responding as contrasted with less than one-tenth in the city positions.

There was a total of eighteen major fields of study listed by those holding Master's Degrees, see Table XVI. Several of them--administration, educational administration, education, secondary education, and supervision--can be grouped generally in the field of education.

Of the responding assistant principals, forty-two indicated that they were pursuing studies toward the Ph.D. Degree. Of these forty-two assistant principals, thirty-six were employed in county school systems and eight were employed in city school systems.

Certification

Because a large number of assistant principals in this study held Master's Degrees, it follows that they also hold

TABLE XIII
NUMBER AND PERCENTAGE OF RESPONDENTS, 156 ASSISTANT
PRINCIPALS, BY TYPE OF MASTER'S DEGREES
RECEIVED, VIRGINIA, 1962-63

Degree	County		City		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Master of Arts	42	36.52	9	21.95	51	32.69
Master of Education	19	16.52	25	60.98	44	28.21
Master of Science	8	6.96	1	2.44	9	5.77
Others *	1	.87	2	4.88	3	1.92
No Degree	45	39.13	4	9.75	49	31.41
Total	115	100.00	41	100.00	156	100.00

* Master of Law, Master of Social Work

TABLE XIV
GRADUATE MAJORS OF 156 ASSISTANT PRINCIPALS,
VIRGINIA, 1962-63

Major	County Number & Per cent		City Number & Per cent		Total Number & Per cent	
No advanced degree	45	39.13	4	9.75	49	31.42
Education	25	21.74	13	31.71	38	24.37
Administration	13	11.30	6	14.63	19	12.18
Secondary Education	8	6.96	2	4.88	10	6.41
Guidance	4	3.48	4	9.75	8	5.13
Educational Administration	4	3.48	1	2.44	5	3.21
Physical Education	4	3.48	0	0.00	4	2.56
Social Studies	3	2.60	1	2.44	4	2.56
Industrial Arts	1	.87	2	4.88	3	1.92
Psychology	1	.87	2	4.88	3	1.92
Mathematics	1	.87	1	2.44	2	1.28
Business	1	.87	0	0.00	1	.64
Economics	1	.87	0	0.00	1	.64
English	1	.87	0	0.00	1	.64
Law	1	.87	0	0.00	1	.64
Music	1	.87	0	0.00	1	.64
Philosophy	1	.87	0	0.00	1	.64
Science	0	0.00	1	2.44	1	.64
Supervision	0	0.00	1	2.44	1	.64
No answer	0	0.00	3	7.32	3	1.92
Total	115	100.00	41	100.00	156	100.00

postgraduate professional certificates, see Table XV. The postgraduate professional certificate holders numbered eighty-three or 53.21 per cent. The second largest group, seventy or 44.87 per cent, held collegiate professional certificates. Only one assistant principal who had not completed his Bachelor's Degree at the time of this study held a special license.

Table XVI shows the subjects for which the responding assistant principals were certified to teach by the state of Virginia. Social studies were first in importance in both county and city systems, with a percentage of 57.39 for the former and 60.98 for the latter. English ranked second with both city and county, 44.35 per cent and 46.34 per cent respectively. Science, mathematics and physical education were third, fourth, and fifth respectively.

Experience in the Field of Education

Based on the information provided by the 156 respondents of this study, the number of years' teaching experience prior to becoming an assistant principal was from six to ten years. (See Table XVII) The range of experience was from less than five years to more than forty-one. There was an appreciable difference in the number of years' experience, between six and fifteen in the city as compared to the county schools which ranged from six to ten years.

TABLE XV
NUMBER AND PERCENTAGE OF RESPONDENTS, 156 ASSISTANT
PRINCIPALS, BY TYPE OF TEACHING CERTIFICATE,
VIRGINIA, 1962-63

Certificate	County		City		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Postgraduate						
Professional	59	51.30	24	58.54	83	53.21
Collegiate						
Professional	54	46.96	16	39.02	70	44.87
Collegiate						
Certificate	0	0.00	1	2.44	1	.64
Special						
License	1	.87	0	0.00	1	.64
No Answer	1	.87	0	0.00	1	.64
Total	115	100.00	41	100.00	156	100.00

TABLE XVI
AREAS OF CERTIFICATION OF 156 ASSISTANT PRINCIPALS,
VIRGINIA, 1962-63

Subjects	County Number & Per cent of 115		City Number & Per cent of 41		Total Number & Per cent of 156	
Social Studies	66	57.39	25	60.98	91	58.33
English	51	44.35	19	46.34	70	44.87
Science	38	33.04	10	24.39	48	30.77
Mathematics	37	32.17	8	19.51	45	28.85
Physical Education	27	23.48	9	21.95	36	23.08
Foreign Languages	23	20.00	10	24.39	33	21.15
Grades 4 - 7	13	11.30	5	12.20	18	11.54
Business	16	13.91	0	0.00	16	10.26
Industrial Arts	4	3.48	3	7.32	7	4.49
Agriculture	4	3.48	2	4.88	6	3.85
Fine Arts	3	2.61	2	4.88	5	3.21
Guidance	5	4.35	0	0.00	5	3.21
Home Economics	4	3.48	0	0.00	4	2.56
Psychology	1	.87	0	0.00	1	.64
No Answer	3	2.61	0	0.00	3	1.92

TABLE XVII
YEARS OF TEACHING EXPERIENCE, 156 ASSISTANT
PRINCIPALS, VIRGINIA, 1962-63

Years of Experience	County		City		Total	
	Number & Per cent		Number & Per cent		Number & Per cent	
1 - 5	27	23.48	6	14.63	33	21.15
6 - 10	38	33.04	12	29.27	50	32.05
11 - 15	20	17.39	12	29.27	32	20.51
16 - 20	9	7.83	2	4.88	11	7.05
21 - 25	6	5.21	2	4.88	8	5.13
26 - 30	3	2.61	3	7.31	6	3.85
31 - 35	4	3.48	1	2.44	5	3.21
36 - 40	5	4.35	2	4.88	7	4.49
41 or More	3	2.61	1	2.44	4	2.56
Total	115	100.00	41	100.00	156	100.00

In terms of number of years' experience in the position held at the time of the survey, the length of service for the responding assistant principals was less than five years. The same figure was revealed for city and county assistant principals alike, see Table XVIII.

Of the responding assistant principals thirteen indicated prior experience as assistant principals before the year of this study. Of these thirteen, nine were county assistant principals and four were employed in city systems.

Future Aspirations

Table XIX shows the replies of the respondents to the question asking for an indication of their ultimate goal in the field of education. The largest group, fifty-six or 35.90 per cent, indicated an aspiration to become principals. The second group, forty-eight or 30.77 per cent, had aspirations ranging from U. S. Commissioner of Education to resumption of classroom teaching. It is interesting to note that all stated aspirations were in the realm of education. Even those looking forward to retirement wished to continue in their chosen field during their working years.

Length of Employment

Because of the relationship of employment during a twelve month period to salary scale, summer study, opportunity

TABLE XVIII
YEARS OF EXPERIENCE IN POSITION HELD AT TIME OF
STUDY, 156 ASSISTANT PRINCIPALS,
VIRGINIA, 1962-63

Years in Position	County		City		Total	
	Number	& Per cent	Number	& Per cent	Number	& Per cent
1- 5	88	76.52	33	80.49	121	77.56
6- 10	19	16.52	6	14.63	25	16.03
11- 15	3	2.61	0	0.00	3	1.92
16- 20	2	1.74	0	0.00	2	1.28
21- 25	2	1.74	2	4.88	4	2.57
26 or more	1	.87	0	0.00	1	.64
Total	115	100.00	41	100.00	156	100.00

TABLE XIX
FUTURE ASPIRATIONS OF 156 ASSISTANT PRINCIPALS,
VIRGINIA, 1962-63

Goals	County		City		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Principalship	37	32.17	19	46.34	56	35.90
Superintendency	11	9.57	2	4.88	13	8.33
Retire	8	6.96	3	7.32	11	7.05
Others	40	34.78	8	19.51	48	30.77
No Answer	19	16.52	9	21.95	28	17.95
Total	115	100.00	41	100.00	156	100.00

for participation in professional workshops and meetings, as well as educationally-beneficial travel, respondents were asked to report the number of months actively employed as assistant principals during the school year 1962-63. As shown on Table XX, the majority of respondents, sixty-one or 39.11 per cent, reported employment for twelve month periods. The second largest group, fifty-two or 33.33 per cent, were employed for ten month periods. There was no appreciable difference between county and city assistant principals.

Salary

As shown in Table XXI, the salary range was from about \$3500 per school year to approximately \$10,000 per school year. The majority of salaries as reported by assistant principals in this study was between \$6000 and \$6500. The typical city assistant principal made about the same amount per year, \$6000 to \$6500, as compared with about \$5000 to \$5500 per year in the county systems.

Number of Teachers Supervised

Table XXII shows the number of teachers supervised by assistant principals in this survey. The number of teachers supervised ranged from a low of below fifteen to a high of more than 116 teachers. The majority reported the number supervised in the county high schools as between sixteen and

TABLE XX
NUMBER OF MONTHS EMPLOYED, 156 ASSISTANT PRINCIPALS,
VIRGINIA, 1962-63

Months	County Number & Per cent		City Number & Per cent		Total Number & Per cent	
9	9	7.83	0	0.00	9	5.77
9½	3	2.61	0	0.00	3	1.92
10	39	33.91	13	31.71	52	33.33
10½	0	0.00	4	9.75	4	2.56
11	22	19.13	5	12.20	27	17.31
11½	0	0.00	0	0.00	0	0.00
12	42	36.52	19	46.34	61	39.11
Total	115	100.00	41	100.00	156	100.00

TABLE XXI
SALARY RANGE OF 156 ASSISTANT PRINCIPALS,
VIRGINIA, 1962-63

Salary	County		City		Total	
	Number	& Per cent	Number	& Per cent	Number	& Per cent
3,501 - 4,000	3	2.61	0	0.00	3	1.92
4,001 - 4,500	3	2.61	0	0.00	3	1.92
4,501 - 5,000	12	10.43	1	2.44	13	8.33
5,001 - 5,500	18	15.65	1	2.44	19	12.18
5,501 - 6,000	13	11.30	5	12.19	18	11.54
6,001 - 6,500	12	10.43	11	26.83	23	14.75
6,501 - 7,000	10	8.70	2	4.88	12	7.69
7,001 - 7,500	11	9.57	5	12.19	16	10.26
7,501 - 8,000	6	5.22	7	17.07	13	8.33
8,001 - 8,500	5	4.35	3	7.32	8	5.13
8,501 - 9,000	6	5.22	2	4.88	8	5.13
9,001 - 9,500	6	5.22	2	4.88	8	5.13
9,501 - 10,000	1	.86	1	2.44	2	1.28
No answer	9	7.83	1	2.44	10	6.41
Total	115	100.00	41	100.00	156	100.00

TABLE XXII

NUMBER OF TEACHERS SUPERVISED, REPORTED BY 156
ASSISTANT PRINCIPALS, VIRGINIA 1962-63

Range	County		City		Total	
	Number & Per cent		Number & Per cent		Number & Per cent	
116 or more	0	0.00	1	2.44	1	.64
106 - 115	0	0.00	1	2.44	1	.64
96 - 105	3	2.61	6	14.63	9	5.77
86 - 95	3	2.61	4	9.75	7	4.49
76 - 85	4	3.47	3	7.32	7	4.49
66 - 75	4	3.47	1	2.44	5	3.21
56 - 65	17	14.78	3	7.32	20	12.82
46 - 55	11	9.57	5	12.20	16	10.26
36 - 45	21	18.26	6	14.63	27	17.31
26 - 35	24	20.88	8	19.51	32	20.50
16 - 25	25	21.74	3	7.32	28	17.95
15 or less	3	2.61	0	0.00	3	1.92
Total	115	100.00	41	100.00	156	100.00

twenty-five. In the city high school the majority reported the number supervised was between twenty-six and thirty-five teachers. For all schools represented in the study, the typical Virginia assistant principal supervised a total of between twenty-six and thirty-five teachers.

To help determine the relationship between salary and the number of teachers supervised, a scatter diagram was prepared. (See Figure 2) As would be expected, these data indicate a tendency toward a higher salary scale for assistant principals with greater numbers of teachers under their supervision. However, there were some interesting differences reported by the assistant principals. For example, on the vertical axis in the salary range of \$7,500 one assistant principal reported supervision of twenty teachers while another reported supervision of 110 teachers. On the horizontal axis, in the range of 45 teachers, one assistant principal reported a salary of approximately \$5,000 while another supervising the same number of teachers reported a salary of \$10,000 per year.

Number of Students Supervised

The number of students supervised by the responding assistant principals can be found in Table XXIII. The number of students supervised ranged from about 200 to above 2,400 students. The number of students supervised by the

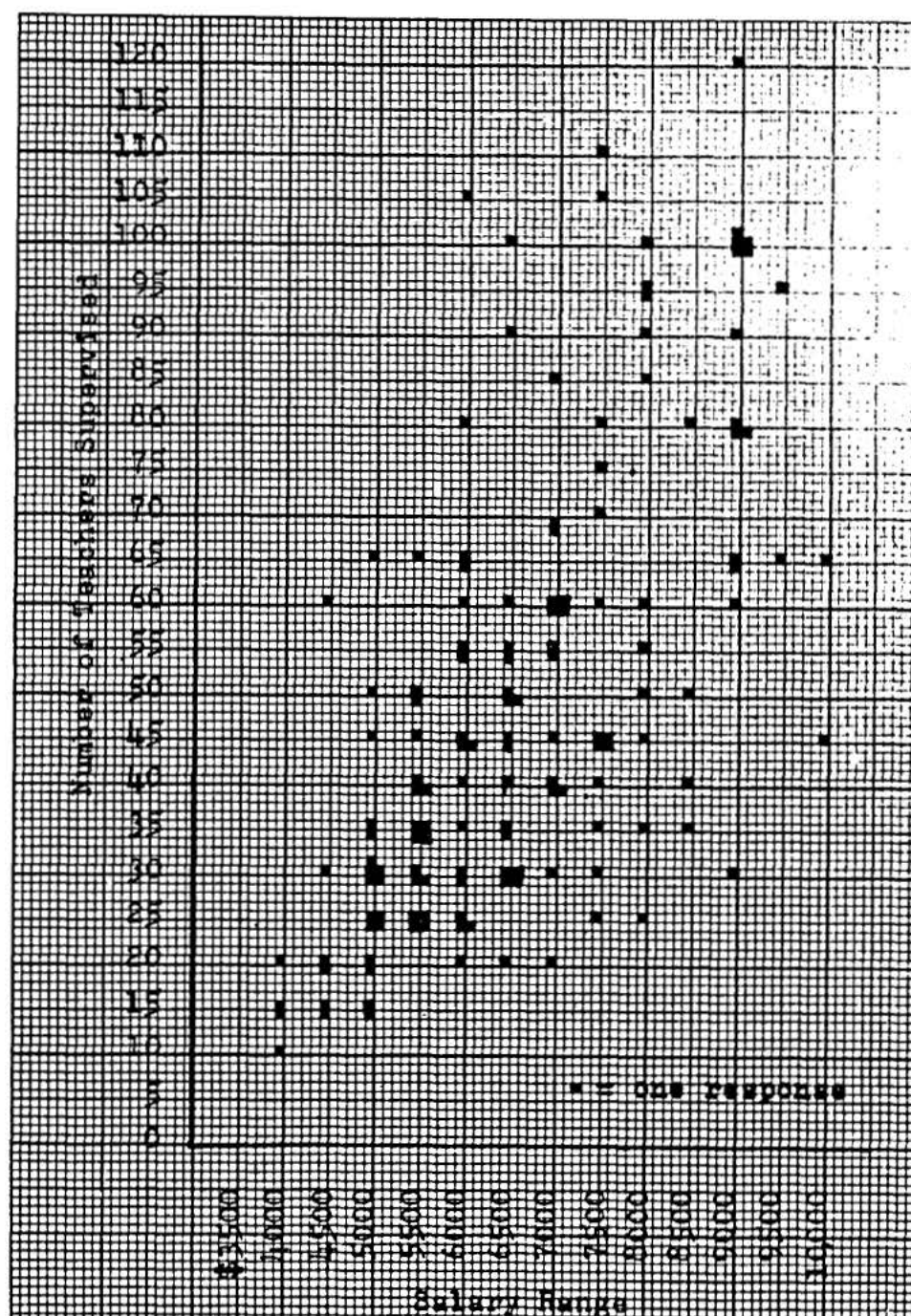


FIGURE 2

RELATIONSHIP BETWEEN SALARY AND NUMBER
OF TEACHERS SUPERVISED, 150
ASSISTANT PRINCIPALS,
VIRGINIA, 1962-63

TABLE XXIII
NUMBER OF STUDENTS SUPERVISED, REPORTED BY 156
ASSISTANT PRINCIPALS, VIRGINIA, 1962-63

Range	County		City		Total	
	Number	& Per cent	Number	& Per cent	Number	& Per cent
2400 - above	0	0.00	4	9.75	4	2.56
2200 - 2399	2	1.74	2	4.88	4	2.56
2000 - 2199	0	0.00	3	7.32	3	1.92
1800 - 1999	5	4.35	2	4.88	7	4.49
1600 - 1799	3	2.61	5	12.20	8	5.13
1400 - 1599	10	8.69	2	4.88	12	7.69
1200 - 1399	18	15.65	1	2.44	19	12.18
1000 - 1199	13	11.30	6	14.63	19	12.18
800 - 999	14	12.17	6	14.63	20	12.82
600 - 799	19	16.53	7	17.07	26	16.68
400 - 599	19	16.53	1	2.44	20	12.82
200 - 399	12	10.43	2	4.88	14	8.97
Total	115	100.00	41	100.00	156	100.00

majority of the county assistant principals ranged between 400 and 800 students. In the city high schools the number of students supervised was between 600 and 800 students.

A second scatter diagram was made, see Figure 3, to determine the relationship between the number of students supervised and salary. The diagram also indicated a tendency toward a higher salary scale for assistant principals with greater numbers of students under their jurisdiction. Again, there were some wide variations in responses. On the vertical axis in the salary range of \$6,500 to \$6,999, one assistant principal reported supervision of between 300 and 399 students; another reported supervision of over 2,400 students. On the horizontal axis in the range of between 800 and 899 students supervised, one assistant principal reported a salary in the range of \$5,000 to \$5,499; another reported a salary of between \$9,500 and \$9,999 per year.

Membership in Educational Associations

As shown in Table XXIV, 147 or 94.23 per cent, of responding assistant principals were members of the Virginia Education Association. Second in membership was the Local Education Association at 137 or 87.82 per cent. National Education Association membership totaled 116 or 74.36 per cent.

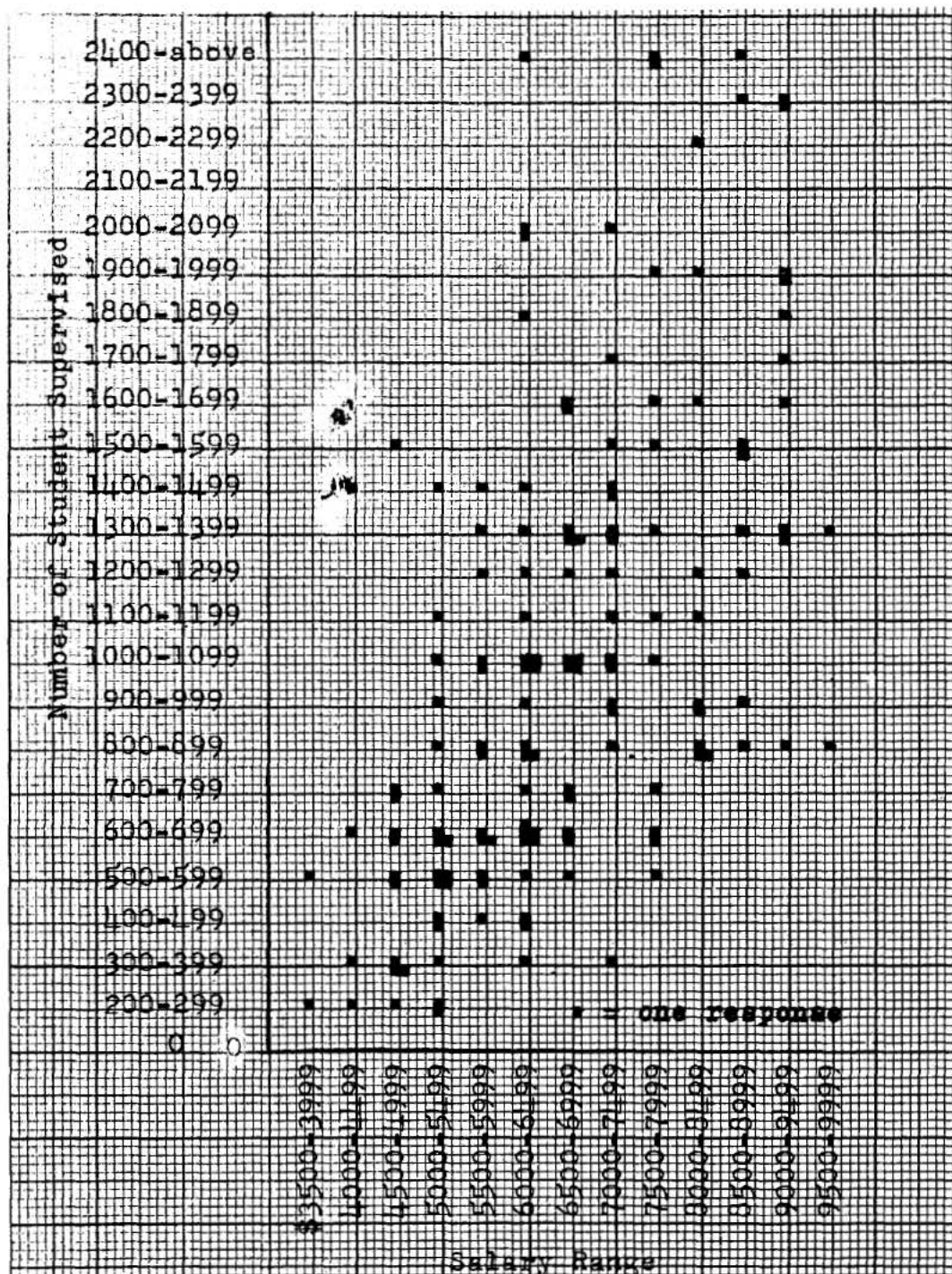


FIGURE 3

RELATIONSHIP BETWEEN SALARY AND NUMBER
OF STUDENTS SUPERVISED, 154
ASSISTANT PRINCIPALS,
VIRGINIA, 1962-63

TABLE XXIV
MEMBERSHIP OF 156 ASSISTANT PRINCIPALS IN EDUCATIONAL
ASSOCIATIONS, VIRGINIA, 1962-63

Educational Organizations	County		City		Total	
	Number & Per cent of 115		Number & Per cent of 41		Number & Per cent of 156	
National Education Association	80	69.57	36	87.80	116	74.36
Virginia Education Association	107	93.04	40	97.56	147	94.23
Local Education Association	99	86.09	38	92.68	137	87.82
National Association of Secondary School Principals	24	20.87	12	29.27	36	23.08
No Answer	2	1.74	1	2.44	3	1.92

Membership in Civic and Other Organizations

As an indication of participation in civic and community affairs, responding assistant principals reported affiliations with various civic clubs and other organizations. Many of the assistant principals were members of some civic organizations. Since eighty or 51.28 per cent did not answer this question it may not prove to be as significant as some of the other responses. However, the Lions Club was the club joined by the majority of the responding assistant principals, twenty-six or 16.67 per cent. (See Table XXV)

Membership in Church

As indicated by data presented in Table XXVI, an overwhelming percentage of the responding assistant principals, 138 or 88.46 per cent, reported church membership. A small number, 11 or 7.05 per cent, were not members of any church.

Additional Duties

Half of the respondents reported duties other than those of an assistant principal. (See Table XXVII) The number of assistant principals who had additional duties in the county systems, sixty-five or 56.52 per cent, far exceeded the number, fourteen or 34.15 per cent, reported by city assistant principals. These additional duties ranged from sponsorship of a student activity to being in charge of a homeroom.

TABLE XXV

MEMBERSHIP OF 156 ASSISTANT PRINCIPALS IN CIVIC AND
OTHER ASSOCIATIONS, VIRGINIA, 1962-63

Organization	County		City		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Civic						
Jr. Chamber of Commerce	6	5.22	0	0.00	6	3.85
Ruritan	12	10.43	0	0.00	12	7.69
Kiwanis	5	4.35	2	4.88	7	4.49
Lions	22	19.13	4	9.76	26	16.67
Others						
Masons	12	10.43	2	4.88	14	8.96
Kappa Delta Pi	6	5.22	1	2.44	7	4.49
Phi Delta Kappa	14	12.17	3	7.32	17	10.90
No Answer	48	41.74	32	78.05	80	51.28
Total	115	100.00	41	100.00	156	100.00

TABLE XXVI
MEMBERSHIP OF 156 ASSISTANT PRINCIPALS IN CHURCH,
VIRGINIA, 1962-63

Membership	County		City		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Member	100	86.96	38	92.68	138	88.46
Non-Member	9	7.83	2	4.88	11	7.05
No Answer	6	5.22	1	2.44	7	4.49
Total	115	100.00	41	100.00	156	100.00

TABLE XXVII
 ADDITIONAL DUTIES OF 156 ASSISTANT PRINCIPALS,
 VIRGINIA, 1962-63

Responsibilities	County		City		Total	
	Number & Per cent		Number & Per cent		Number & Per cent	
Administrative	50	43.48	27	65.85	77	49.36
Non-Administrative	65	56.52	14	34.15	79	50.64
Home Room	(5)		(1)		(6)	
Student Activities	(58)		(6)		(64)	
School Treasurer	(13)		(0)		(13)	
Teacher	(55)		(8)		(63)	
Others	(6)		(2)		(8)	

Supervisor of Duties

In reporting on the supervisors of their duties, responding assistant principals listed five different categories of persons or groups, Table XXVIII. As revealed by these data, 145 or 92.95 per cent, were responsible to the principal of their schools. A small number, five or 3.21 per cent were responsible both to their principal and their superintendent.

Designator of Duties

An especially important objective of this study was to determine the duty designators for the assistant principals under study. (See Table XXIX.) As reported by these respondents, at the time of the study the majority of them, 135 or 86.55 per cent, looked to their principal for designation of duties. The second largest group, twelve or 7.69 per cent, received instructions from their principals and their superintendents.

II. DUTIES REPORTED BY ASSISTANT PRINCIPALS

The responding assistant principals were asked to indicate their share of responsibility for duties grouped under seven general headings. Since answers given by assistant principals in both city and county systems showed only slight variations, findings, in Table XXX, for this category of data are presented on the basis of total responses.

TABLE XXVIII

SUPERVISOR OF DUTIES, REPORTED BY 156 ASSISTANT
PRINCIPALS, VIRGINIA, 1962-63

Supervisor of Duties	County		City		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Principal	111	96.52	34	82.93	145	92.95
Superintendent	1	.87	2	4.87	3	1.92
School Board	0	0.00	1	2.44	1	.64
Principal and Superintendent	2	1.74	3	7.32	5	3.21
Principal and School Board	1	.87	0	0.00	1	.64
No Answer	0	0.00	1	2.44	1	.64
Total	115	100.00	41	100.00	156	100.00

TABLE XXIX

DUTY DESIGNATORS, REPORTED BY 156 ASSISTANT
PRINCIPALS, VIRGINIA, 1962-63

Duty Designator	County		City		Total	
	Number	& Per cent	Number	& Per cent	Number	& Per cent
Principal	101	87.83	34	82.93	135	86.55
Superintendent	1	.87	3	7.32	4	2.56
School Board	1	.87	1	2.44	2	1.28
Principal and Superintendent	10	8.69	2	4.87	12	7.69
Principal and School Board	1	.87	0	0.00	1	.64
No Answer	1	.87	1	2.44	2	1.28
Total	115	100.00	41	100.00	156	100.00

TABLE XXX
 SHARE OF RESPONSIBILITY FOR SEVEN DUTY AREAS,
 REPORTED BY 156 ASSISTANT PRINCIPALS,
 VIRGINIA, 1962-63

Duty Areas	Share of Responsibility Reported					
	None	Some	Equal	Most	Entire	Total
	Percent					
Administration and School management	34.63	33.36	17.91	7.42	6.68	100.00
Inventories	58.86	23.20	6.79	5.00	6.15	100.00
Scheduling and Enrollment	41.56	29.59	14.32	8.33	6.20	100.00
Supervision	30.56	37.32	22.51	6.91	2.70	100.00
Pupil Welfare	25.20	30.47	17.90	16.72	9.71	100.00
Routine Office and Clerical Work	57.50	20.38	6.92	3.08	12.12	100.00
School-Community Activities	42.63	35.26	18.27	3.69	0.15	100.00

In the following paragraphs of this section a brief interpretation is presented for each of the seven major headings. Statistical information on responses for the detailed duties under each major category are presented in Appendix G.

Administration and School Management

The majority of the 156 responding assistant principals, 34.63 per cent, had no responsibility in the area of administration and school management. A percentage of 33.36 reported some responsibility in this area. Equal responsibility for administration and school management was indicated by 17.91 per cent of the respondents. This means that the majority of the reporting assistant principals had less than half of the responsibility for administration and school management.

Inventories

In the area of responsibility for inventories 58.86 percent of the 156 responding assistant principals reported they had no share in this duty. The next largest group, 23.20 per cent, reported they had some responsibility for this duty area. A smaller group, 6.79 per cent, indicated they shared responsibility with the principal on an equal basis. This means that the majority of the assistant principals had less than one-half of the responsibility for the duty area of inventories.

Scheduling and Enrollment

In the duties listed under this heading a majority of 156 responding assistant principals indicated they had less than half the responsibility for these duties. Many, 41.56 per cent reported no responsibility for these duties. The next largest group reported some responsibility in this area, 29.59 per cent. Equal responsibility with the principal for the duties under scheduling and enrollment was indicated by 14.32 per cent of all respondents.

Supervision

Under the area of supervision 30.56 per cent of the responding assistant principals had no responsibility for the duties named. Some responsibility was reported by 37.32 per cent and equal responsibility was reported by 22.51 per cent. This means that the majority of the 156 respondents had less than half of the responsibility for supervision in the county and city high schools in Virginia.

Pupil Welfare

The 156 responding assistant principals were responsible for pupil welfare by the following percentages: no responsibility, 25.20 per cent; some responsibility, 30.47 per cent; equal responsibility, 22.51 per cent; most responsibility, 16.72 per cent; entire responsibility, 9.71 per cent. This was the only area of responsibility where the percentage

of assistant principals increased to any degree near the fifty percentage mark. Equal or more of the responsibility for pupil welfare was reported by almost half of all respondents.

Routine Office and Clerical Work

This duty area was interesting in that 57.50 per cent of the respondents reported no responsibility for routine office and clerical work, while 12.12 per cent indicated complete responsibility for this area. Further cross checking revealed that those schools with two assistant principals usually divided duties of assistant principals into two categories, one for administration and the other for supervision. The assistant principals who were entirely responsible for routine office and clerical work were usually assistants for administrative duties. However, 20.38 per cent reported some responsibility and 6.92 per cent reported equal responsibility. Thus the majority were responsible for less than half of the duties in this area.

School Community Activities

Of the 156 respondents, the majority reported they had less than one-half of the responsibility for this area. Equal responsibility was reported by 18.27 per cent, most responsibility was indicated by 3.69 per cent, and 0.15 per cent had entire responsibility for school community activities.

Summary

This chapter has presented the data gathered from 156 assistant principals employed in Virginia county and city high schools. Brief analyses were made from items contained in the survey with emphasis on those which seemed significant. A summary of these findings will be made in the following chapter and some conclusions drawn about them.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Many authorities feel the need for establishing a definite role for the assistant principal. The critics of this idea support the theory that by doing a small portion of each task the assistant principal can learn all phases of the principal's job and will thus be better equipped to become a principal. These critics can be refuted by showing the difference between knowing some things well and many things slightly. Also there is the belief that principals as a rule use the assistant principals for duties they themselves dislike or for which they lack training. Thus the assistant principal, without definite assigned duties, may find himself in charge of chores for which the principal has not the time or the inclination to perform.

In none of the states were there any published guides delineating definite duty areas for the assistant principal. In only two states were there any definite prerequisites for his certification. In 15 states he must meet the same qualifications as the principal.

The opening chapter of this study set four goals to be achieved in this study. These goals are restated below together with the findings for each statement.

1. This study will try to determine the characteristics of the assistant principal in Virginia.

The Virginia assistant principals in this study can be characterized in general, as being singularly employed in a secondary high school. He is male and unmarried, between the ages of thirty-five and forty-four. He was born and educated in Virginia. He received his Bachelor of Science Degree in the period 1946-1950 in social studies or physical education. The typical assistant principal received his Master of Arts or Master of Education Degree during the five year period 1956-1960 in the field of education.

The typical responding Virginia assistant principal taught from six to ten years before becoming an assistant principal. He usually did not have prior experience as an assistant principal before taking on this new assignment.

The typical assistant principal's aspirations include the position of principal and, in general, continuation of employment in the field of education.

A period of ten or twelve months employment at a salary of \$7,000 was typical at the time of this study.

The assistant principal supervised an average of between twenty-six and thirty-five teachers, and between 600 and 800 students. He could expect a salary commensurate with the number of teachers and students under his supervision.

The typical Virginia assistant principal, usually belonged to the National Education Association, the Virginia Education Association, and the education association in his local area. He was a member of a church and sometimes was a member of a civic organization.

Along with his job as assistant principal he usually was in charge of some student activities and taught one or two classes a day.

The principal assigned his duties and evaluated his efficiency in carrying out such assignments.

In the seven major duty areas included in this study, no single area was found to encompass the primary responsibility of the assistant principal. His responsibilities were those of the principal but in a limited capacity.

2. This study will try to determine the present practices in assigning duties to the assistant principal.

As reported by respondents in this study, the duties assigned to the assistant principal varied from system to system and from school to school in the system. As the principal was the person who usually assigned these duties, they naturally were dependent upon the individual principal's interests and capabilities, the capacity of the assistant, the character of the staff, the size and organizational structure of the plant and the community.

3. This study will try to determine the present indications of the assistant principal's role in Virginia school systems.

This study revealed several encouraging areas that could lead to a better established role for the assistant principal if they develop.

A. An indicated interest among assistant principals to improve their status through establishment of definite guide lines for duty responsibilities.

B. A strong indication that many assistant principals view their job as an end in itself rather than a stepping stone to the principalship.

C. An emphasis on specific duties in the area of pupil welfare.

D. A minor share of duties related to secretarial or clerical chores.

4. This study will try to determine the present indications of the assistant principal's role in Virginia school systems.

Due to background education and training, it would be expected that the assistant principal's status would be somewhat above that of the average faculty member. In turn, a major factor in his status would be the extent to which duty areas are assigned to him and whether he is wholly or partially in charge of carrying them out. Based on the findings of this study, the position of the assistant principal in Virginia shows little homogeneity in duty responsibilities.

Since such assignments result from a relatively autonomous decision making procedure on the part of the principals, there is no consistent pattern that could be measured by this study. Thus, because of this clearly heterogeneous method of delegating duties, a meaningful status scale could not be developed. This means that measurement of the assistant principal's status in the educational community did not prove feasible within the limited scope of this research effort.

Based on the background research for this study and the study itself, it is clear that the status of the assistant principal could be improved in many ways and by many methods, such as the followings:

- A. Standardized certification requirements for assistant principals.

The standardization of the assistant principal's education would permit him to function in areas for which he was trained. This would also permit the job to be set up in advance rather than tailored to the abilities of each assistant. It would be of great help to a school system to know what could be expected of each assistant principal and therefore could make more complete plans about the school in which he would be placed.

- B. School system-wide statements of policy indicating duties and responsibilities of the assistant principal.

If the requirements of the job of assistant principal were known in advance it would foster a feeling of security among persons interested in becoming assistant principals. It would also foster a better working relationship with the principal, teachers and pupils, if they knew in advance what to expect of the assistant principal and what he would expect of them.

- C. Use the position of assistant principal for in-service training for the principalship.

This would provide the assistant principal with supervised training and a great deal of experience in areas of the principalship. It would further provide the school system with a group of qualified persons to whom it could turn to fill vacancies in the ranks of the principals.

- D. Encourage assistant principals to improve their status by organizing on local, state and national levels.

By grouping together, assistant principals could assume some of the responsibility for making their school system aware of their experience and the services that they could render. Further, it would be a means of making the public aware of their abilities and contributions to the educational system.

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BIBLIOGRAPHY

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APPENDIXES

APPENDIX A

APPENDIX A

TABLE XXXI

CERTIFICATION REQUIREMENTS FOR ASSISTANT PRINCIPALS

State	None	Same as Principal	Special	No Replies
Alabama	X			
Alaska	X			
Arizona	X			
Arkansas			X	
California	X			
Connecticut		X		
Colorado	X			
Delaware		X		
Florida		X		
Georgia		X		
Hawaii				X
Idaho		X		
Illinois			X	
Indiana	X			
Iowa		X		
Kansas		X		
Kentucky	X			
Louisiana	X			
Maine		X		
Maryland	X			
Massachusetts	X			
Michigan	X			
Minnesota	X			
Mississippi	X			
Missouri	X			
Montana		X		
Nebraska	X			
Nevada		X		
New Hampshire	X			
New Jersey	X			
New Mexico	X			
New York	X			
North Carolina	X			
North Dakota		X		
Ohio		X		
Oklahoma	X			
Oregon	X			

Table XXXI continued

State	None	Same as Principal	Special	No Replies
Pennsylvania	X			
Rhode Island		X		
South Carolina	X			
South Dakota	X			
Tennessee	X			
Texas	X			
Utah	X			
Vermont	X			
Virginia	X			
Washington		X		
Wisconsin		X		
West Virginia	X			
Wyoming		X		
Totals	31	16	2	1

APPENDIX B

APPENDIX B

2931 West Strathmore Road
Richmond, 34, Virginia

Dear Sir:

In partial fulfillment of the requirements for the degree M. S. in Education at the University of Richmond, I am making a study of the "Status of the Assistant Principal in Virginia.

In order to develop the proper statistics I need the information listed on the questionnaire that accompanies this letter. All the information will be held in strict confidence and no identification of individuals or schools will be revealed.

As an assistant principal myself, I am well aware of the pressure of one's duties at this time of year! Nevertheless, I shall appreciate your professional courtesy in giving me the information as soon as possible. If you want a summary of my study, check the appropriate block on the last page and I shall be glad to send it.

Sincerely,

Leonard J. Rogers
Assistant Principal
Midlothian High School
Midlothian, Virginia

APPENDIX B

THE STATUS OF THE ASSISTANT PRINCIPAL IN VIRGINIA
A SURVEY

Name _____
 Age _____ Marital Status _____
 Your place of birth _____
 High school from which you graduated _____
 Location of high school from which you graduated _____
 Undergraduate college or university _____
 Degree received _____ Date _____ Major _____ Minor _____
 Graduate college or university _____
 Degree Received _____ Date _____ Major _____ Minor _____
 Other education _____
 Type of teachers certificate you hold _____
 Grades or subjects you are certified to teach _____
 Years teaching experience you have had _____
 Years spent as assistant principal in your present position _____. Years spent as assistant principal prior to your present position _____
 Other positions held in educational field _____
 Number of years spent in these positions _____
 Experience in fields other than education _____
 Your ultimate goal in education _____
 Number of months employed during a school year _____
 Your salary as an assistant principal _____
 Name of school in which you are employed presently _____
 Secondary or combined school _____
 School's address _____
 Name of county or city _____
 Number of teachers in your school, full time _____
 part time _____. Number of pupils in your school _____
 List professional educational organizations of which you are a member _____
 List civic and other organizations of which you are a member _____
 Membership in local church _____
 Do you spend all your school time as assistant principal? _____
 If not, what activities take up the rest of your time? _____ A homeroom to keep? _____
 In charge of a student activity? (please name) _____
 Others _____
 Teaching part time, if so what subjects? _____
 Are you the school treasurer? _____
 To whom are you responsible for your duties? _____
 Who sets up these duties? _____
 If there is more than one assistant principal at your school please give his or her name _____
 Do you want me to send you a summary of this study? _____

APPENDIX B

Check the blank that indicates the share of responsibility you have for the following!

Administration and school managementprocessing requisitions

	<u>none</u>	<u>some</u>	<u>equal</u>	<u>most</u>	<u>entire</u>
principal in absentia	_____	_____	_____	_____	_____
managing supplies	_____	_____	_____	_____	_____
maintaining classroom accounts	_____	_____	_____	_____	_____
selling tickets	_____	_____	_____	_____	_____
directing athletic events	_____	_____	_____	_____	_____
handling audio-visual aids	_____	_____	_____	_____	_____
administering cafeteria	_____	_____	_____	_____	_____
assembling statistics	_____	_____	_____	_____	_____
making analysis of trends, etc.	_____	_____	_____	_____	_____
collecting monies	_____	_____	_____	_____	_____
developing school philosophy	_____	_____	_____	_____	_____
receiving callers	_____	_____	_____	_____	_____
directing janitorial staff	_____	_____	_____	_____	_____
developing school calendar	_____	_____	_____	_____	_____
evaluating new textbooks	_____	_____	_____	_____	_____
hearing parent complaints	_____	_____	_____	_____	_____
analyzing curricular needs	_____	_____	_____	_____	_____
others _____	_____	_____	_____	_____	_____

Inventories

making textbook inventories	_____	_____	_____	_____	_____
making book (library) inv.	_____	_____	_____	_____	_____
making equipment inventories	_____	_____	_____	_____	_____
making supply inventories	_____	_____	_____	_____	_____
others _____	_____	_____	_____	_____	_____

Scheduling and enrollment

enrolling new pupils	_____	_____	_____	_____	_____
helping students select courses	_____	_____	_____	_____	_____
developing the class schedule	_____	_____	_____	_____	_____
scheduling buses and routes	_____	_____	_____	_____	_____
scheduling student activities	_____	_____	_____	_____	_____
others _____	_____	_____	_____	_____	_____

Supervision

orienting the new teachers	_____	_____	_____	_____	_____
planning the teacher handbook	_____	_____	_____	_____	_____
hearing teacher complaints	_____	_____	_____	_____	_____
evaluating classroom activities	_____	_____	_____	_____	_____
evaluating teachers	_____	_____	_____	_____	_____
conducting in-service training	_____	_____	_____	_____	_____
obtaining substitute teachers	_____	_____	_____	_____	_____
assigning teacher's duties	_____	_____	_____	_____	_____
others _____	_____	_____	_____	_____	_____

APPENDIX B

<u>Pupil welfare</u>	<u>none</u>	<u>some</u>	<u>equal</u>	<u>most</u>	<u>entire</u>
<u>excusing pupils from class</u>					
orienting new pupils					
doing pupil guidance					
hearing pupil complaints					
presiding over pupil assemblies					
suspending pupils					
disciplining pupils					
transferring students & records					
handling tardyism					
handling absenteeism					
administering testing program					
administering first-aid					
others _____					
<u>Routine office and clerical work</u>					
<u>answering mail</u>					
preparing bulletins					
making monthly attendance reports					
making yearly attendance reports					
making monthly cafeteria reports					
making yearly cafeteria reports					
making monthly bus reports					
making yearly bus reports					
checking teacher's registers					
others _____					
<u>School-community activities</u>					
directing public relations					
working with PTA executive coun.					
representing school at community activities					
others _____					

APPENDIX C

TABLE XXXII

NUMBER AND PERCENTAGE OF 156 ASSISTANT PRINCIPALS,
BORN IN THE SOUTHERN STATES, VIRGINIA, 1962-63

Southern States	County Number & Per cent of 115		City Number & Per cent of 41		Total Number & Per cent of 156	
Alabama	0	0.00	1	2.44	1	.64
Arkansas	1	.87	0	0.00	1	.64
Delaware	0	0.00	0	0.00	0	0.00
Florida	0	0.00	0	0.00	0	0.00
Georgia	1	.87	0	0.00	1	.64
Kentucky	1	.87	1	2.44	2	1.28
Louisiana	0	0.00	0	0.00	0	0.00
Maryland	3	2.61	0	0.00	3	1.92
Mississippi	0	0.00	0	0.00	0	0.00
North Carolina	14	12.17	6	14.63	20	12.82
South Carolina	1	.87	1	2.44	2	1.28
Tennessee	2	1.74	0	0.00	2	1.28
Virginia	64	55.65	17	41.46	81	51.92
West Virginia	10	8.70	2	4.88	12	7.69
Totals	97	84.35	28	68.29	125	80.11

APPENDIX D

TABLE XXXIII

NUMBER AND PERCENTAGE OF 156 ASSISTANT PRINCIPALS,
GRADUATING FROM HIGH SCHOOLS IN THE SOUTHERN
STATES, VIRGINIA, 1962-63

Southern States	County		City		Total	
	Number &	Per cent	Number &	Per cent	Number &	Per cent
	of 115		of 41		of 156	
Alabama	1	.87	0	0.00	1	.64
Arkansas	0	0.00	0	0.00	0	0.00
Delaware	0	0.00	0	0.00	0	0.00
Florida	0	0.00	0	0.00	0	0.00
Georgia	1	.87	0	0.00	1	.64
Kentucky	0	0.00	1	2.44	1	.64
Louisiana	0	0.00	0	0.00	0	0.00
Maryland	3	2.61	0	0.00	3	1.92
Mississippi	0	0.00	0	0.00	0	0.00
North Carolina	10	8.70	6	14.63	16	10.26
South Carolina	0	0.00	1	2.44	1	.64
Tennessee	1	.87	1	2.44	2	1.28
Virginia	73	63.48	17	46.34	92	58.97
West Virginia	10	8.70	1	2.44	11	7.05
Total	99	86.10	29	70.73	128	82.04

APPENDIX E

TABLE XXXIV

NUMBER AND PERCENTAGE OF 156 ASSISTANT PRINCIPALS, GRADUATING
FROM UNDERGRADUATE COLLEGES OR UNIVERSITIES IN THE
SOUTHERN STATES, VIRGINIA, 1962-63

Southern States	County		City		Total	
	Number	Per cent of 115	Number	Per cent of 41	Number	Per cent of 156
Alabama	1	.87	0	0.00	1	.64
Arkansas	1	.87	0	0.00	1	.64
Delaware	0	0.00	0	0.00	0	0.00
Florida	0	0.00	0	0.00	0	0.00
Georgia	1	.87	1	2.44	2	1.28
Kentucky	0	0.00	1	2.44	1	.64
Louisiana	0	0.00	0	0.00	0	0.00
Maryland	1	.87	0	0.00	1	.64
Mississippi	0	0.00	0	0.00	0	0.00
North Carolina	12	10.43	8	19.51	20	12.82
South Carolina	0	0.00	1	2.44	1	.64
Tennessee	4	3.48	1	2.44	5	3.21
Virginia	69	60.00	16	39.02	85	54.49
West Virginia	7	6.09	2	4.88	9	5.77
Total	96	83.48	30	73.17	126	80.77

APPENDIX F

TABLE XXXV

NUMBER AND PERCENTAGE OF 156 ASSISTANT PRINCIPALS, GRADUATING
FROM GRADUATE COLLEGES OR UNIVERSITIES IN THE
SOUTHERN STATES, VIRGINIA, 1962-63

Southern States	County Number & Per cent of 115		City Number & Per cent of 41		Total Number & Per cent of 156	
Alabama	1	.87	0	0.00	1	.64
Arkansas	0	0.00	0	0.00	0	0.00
Delaware	0	0.00	0	0.00	0	0.00
Florida	0	0.00	0	0.00	0	0.00
Georgia	2	1.74	1	2.44	3	1.92
Kentucky	0	0.00	1	2.44	1	.64
Louisiana	0	0.00	0	0.00	0	0.00
Maryland	1	.87	0	0.00	1	.64
Mississippi	0	0.00	0	0.00	0	0.00
North Carolina	7	6.09	6	14.63	13	8.33
South Carolina	0	0.00	0	0.00	0	0.00
Tennessee	4	3.48	0	0.00	4	2.56
Virginia	54	46.96	26	63.41	80	51.28
West Virginia	4	3.48	0	0.00	4	2.56
Total	73	63.49	34	82.92	107	68.57

APPENDIX F

APPENDIX G

TABLE XXXVI

SHARE OF RESPONSIBILITY FOR DUTY AREA OF ADMINISTRATION
AND SCHOOL MANAGEMENT, REPORTED BY 156
ASSISTANT PRINCIPALS, VIRGINIA
1962-63

Administration and School Management	Share of Responsibility Reported					Total
	None	Some	Equal	Most	Entire	
	Number					
Processing Requisitions	64	66	14	10	2	156
Principal in Absentia	3	23	8	16	106	156
Managing Supplies	44	69	27	13	3	156
Maintaining Class. Account	115	26	7	3	5	156
Selling Tickets	93	32	11	8	12	156
Directing Athletic Events	69	39	11	19	18	156
Handling Audio-Visual Aids	95	40	8	8	5	156
Administering Cafeteria	84	34	15	12	11	156
Assembling Statistics	23	72	36	18	7	156
Making Analysis of Trends	41	69	33	9	4	156
Collecting of Monies	75	53	17	9	2	156
Developing School Philos.	14	78	54	8	2	156
Receiving Callers	31	54	59	11	1	156
Directing Janitorial Staff	30	73	35	13	5	156
Developing School Calendar	28	73	40	6	9	156
Evaluating New Textbooks	38	78	25	12	3	156
Hearing Parent Complaints	9	38	71	36	2	156
Analysing Curricular Needs	17	72	59	8	00	156
Write-ins (3)	153	0	1	1	1	156
Total	1026	989	531	220	198	2964

TABLE XXXVII

SHARE OF RESPONSIBILITY FOR DUTY AREA OF INVENTORIES,
 REPORTED BY 156 ASSISTANT PRINCIPALS,
 VIRGINIA, 1962-63

Inventories	Share of responsibility Reported					Total
	None	Some	Equal	Most	Entire	
	Number					
Making Textbook Inv.	81	25	10	15	25	156
Making Book (Library) Inv.	136	13	3	1	3	156
Making Equipment Inv.	47	68	19	14	8	156
Making Supply Inv.	44	74	21	9	8	156
Write-ins (5)	151	1	0	0	4	156
Total	459	181	53	39	48	780

APPENDIX G

TABLE XXXVIII

SHARE OF RESPONSIBILITY FOR DUTY AREA OF SCHEDULING
AND ENROLLMENT, REPORTED BY 156
ASSISTANT PRINCIPALS,
VIRGINIA, 1962-63

Scheduling and Enrollment	Share of Responsibility Reported					Total
	None	Some	Equal	Most	Entire	
	Number					
Enrolling new pupils	43	59	29	14	11	156
Helping students Select Courses	29	72	32	16	7	156
Developing the Class Sched.	29	57	43	17	10	156
Scheduling Buses & Routes	100	18	5	14	19	156
Scheduling Student Act.	134	71	24	17	10	156
Write-ins (2)	154	0	1	0	1	156
Total	389	277	134	78	58	936

TABLE XXXIX

SHARE OF RESPONSIBILITY FOR DUTY AREA OF SUPERVISION,
REPORTED BY 156 ASSISTANT PRINCIPALS,
VIRGINIA, 1962-63

Supervision	Share of Responsibility Reported					Total
	None	Some	Equal	Most	Entire	
	Number					
Orienting New Teachers	23	70	46	14	3	156
Planning Teacher Handbook	46	69	31	7	3	156
Hearing Teacher Complaints	14	50	66	26	0	156
Evaluating Classroom Act.	23	73	50	9	1	156
Evaluating Teachers	32	73	45	5	1	156
Conducting In-Service Train.	51	70	29	4	2	156
Obtaining Sub. Teachers	49	52	20	15	20	156
Assigning Teacher's Duties	38	66	28	16	8	156
Write-ins (3)	153	1	1	1	0	156
Total	429	524	316	97	38	1404

TABLE XL
SHARE OF RESPONSIBILITY FOR DUTY AREA OF PUPIL WELFARE
REPORTED BY 156 ASSISTANT PRINCIPALS
VIRGINIA, 1962-63

Pupil Welfare	Share of Responsibility Reported					
	None	Some	Equal	Most	Entire	Total
	Number					
Excusing pupils from class	14	36	40	46	20	156
Orienting New Pupils	11	62	47	27	9	156
Doing Pupil Guidance	16	83	36	17	4	156
Hearing Pupil Complaints	6	39	57	49	5	156
Presiding over Assemblies	31	80	35	5	5	156
Suspending Pupils	44	29	30	36	17	156
Discipling Pupils	11	37	34	54	20	156
Transferring Students & Rec.	62	53	21	13	7	156
Handling Absenteeism	18	38	17	34	49	156
Handling Tardiness	18	38	20	34	46	156
Administering Testing Prog.	81	50	6	7	12	156
Administering First-aid	45	73	20	16	2	156
Write-ins (2)	154	0	0	1	1	156
Total	511	618	363	339	197	2028

TABLE XLI

SHARE OF RESPONSIBILITY FOR DUTY AREA OF ROUTINE OFFICE
AND CLERICAL WORK, REPORTED BY 156 ASSISTANT
PRINCIPALS, VIRGINIA, 1962-63

Routine Office and Clerical Work	Share of Responsibility Reported					
	None	Some	Equal	Most	Entire	Total
	Numbers					
Answering Mail	35	98	19	3	1	156
Preparing Bulletins	40	81	26	6	3	156
Making Monthly Attendance Report	73	25	10	10	38	156
Making Yearly Attendance Reports	59	30	17	10	40	156
Making Monthly Cafeteria Reports	134	9	5	2	6	156
Making Yearly Cafeteria Reports	133	10	5	2	6	156
Making Monthly Bus Reports	106	16	5	2	27	156
Making Yearly Bus Reports	108	13	7	1	27	156
Checking Teachers Registers	60	34	13	9	40	156
Write-ins (7)	149	2	1	3	1	156
Total	897	318	108	48	189	1560

TABLE XLII

SHARE OF RESPONSIBILITY FOR DUTY AREA OF SCHOOL-COMMUNITY
ACTIVITIES, REPORTED BY 156 ASSISTANT
PRINCIPALS, VIRGINIA, 1962-63

School-Community Activities	Share of Responsibility Reported					
	None	Some	Equal	Most	Entire	Total
	Number					
Directing Public Relations	30	81	35	10	0	156
Working with PTA Executive Committee	65	61	23	6	1	156
Representing school at Community Activities	16	77	56	7	0	156
Write-ins (1)	155	1	0	0	0	156
Total	266	220	114	23	1	624

VITA

Leonard Jefferson Rogers, son of Mr. and Mrs. Franklin Paul Rogers was born in Spartanburg, South Carolina, October 16, 1934. He was graduated from Great Bridge High School, Norfolk County, Virginia in 1952 and received his Bachelor of Science Degree from Richmond Professional Institute in 1956.

He taught in the public schools of Chesterfield County four years before becoming an assistant principal in 1960. After two years as assistant principal he was made principal at Harrowgate Elementary School in 1962. In June of 1964 he was appointed to the position of Elementary Supervisor for Chesterfield County Schools.

He has been a member of the National Education Association, the Virginia Education Association and the Chesterfield Education Association since 1956. He served as Chairman of the Professional Standards Committee for the latter organization for one year.

He has been enrolled at the University of Richmond for the summer sessions 1959-1964 in pursuit of the Master of Science Degree in Education.